

DOCUMENT RESUME

ED 048 947

PS 004 66

TITLE Head Start Curriculum Models: A Reference List.
(Revised Edition).
INSTITUTION ERIC Clearinghouse on Early Childhood Education,
Urbana, Ill.
SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.
PUB DATE Feb 71
NOTE 27p.; ED 046 517 is an earlier version of this paper
EDRS PRICE MF-\$0.65 PC-\$3.29
DESCRIPTORS *Bibliographies, Books, *Early Childhood Education,
Educational Innovation, Models, *Preschool
Curriculum, *Preschool Education, *Preschool
Programs, Research Reviews (Publications)
IDENTIFIERS *Head Start

ABSTRACT

This bibliography lists references to books, articles, curriculum aids, progress reports and other work related to the 11 different Head Start curriculum models now being tested experimentally in many communities. The models, developed by experienced educators, are: Academically Oriented Preschool; Behavior Analysis Model; Responsive Environment Corporation; Tucson Early Education Model; Bank Street Early Childhood Center; Parent Education Project; Responsive Model; Institute for Developmental Studies; Primary Education Project; Educational Development Center; and Cognitively Oriented Curriculum. Readings which give an overview of the curriculum models project are also listed. Information is included on ordering those documents which are available through the ERIC system. Other works are available at libraries or from authors or publishers cited. A list of addresses of the educators responsible for the models is given. (NF)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

HEAD START CURRICULUM MODELS:

A Reference List

Prepared by

Head Start Information Services Department
ERIC Clearinghouse on Early Childhood Education
University of Illinois at Urbana-Champaign
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Revised
February, 1971

ED048947

PS 004666

FOREWORD

In 1971 Project Head Start goes into its seventh year. During the years since Head Start's exciting birth in 1965, millions of families have enjoyed the excitement, the caring, the guidance and the dedication of Head Start workers.

During these years of growth and development Head Start parents, teachers and planners have been exploring a variety of approaches to early childhood education. In order to encourage each local community to find its own best way, the National Head Start Office has identified eleven different curriculum models. Each of these models has been carefully developed by experienced educators of young children. Each model is being applied in a wide variety of communities across the country.

The Information Services Department at ERIC/ECE has prepared this reference list to help those who are looking for information about the various models. The list pulls together citations to many articles, curriculum aids, books, progress reports, and other writings related to Head Start Curriculum Models.

The writings cited in this list are available to you in one of several ways:

Some of the works, particularly those published by commercial publishing houses or those published in journals, are easily available in public or university libraries. Librarians will welcome your inquiry and will help you find what you need.

Others are available only from the authors or publishers cited in this list. On page 24 you will find a list of the addresses of the educators responsible for the models; other addresses are included in individual citations.

If the ERIC Document Reproduction Service can give you the most ready access to a work, our citation ends with an ERIC document (ED) number. See page 20 for help in obtaining writings marked with an ED number.

If ERIC/ECE is the best source of a work, our citation ends with our Clearinghouse code (PS) number. Copies of writings marked with PS can be ordered from ERIC/ECE's Information Services Department. Include the title and the complete PS number in your request; our charge is 5¢ per page plus postage and handling.

Please let us know how we can help you further with your questions about Head Start.

Lillian G. Katz, Ph.D.
Director, Clearinghouse on
Early Childhood Education
Educational Resource
Information Center (ERIC)

TABLE OF CONTENTS

Overviews	1
The Models	
Academically Oriented Preschool	2
Behavior Analysis Model	4
Responsive Environment	5
Tucson Early Education Model	7
Bank Street Early Childhood Center	9
Parent Education Project (Florida Model)	11
Responsive Model	13
Institute for Developmental Studies	15
Primary Education Project	16
Educational Development Center (EDC)	17
Cognitively Oriented Curriculum	19
Miscellaneous	
Ordering ERIC Documents	20
ERIC Document Reproduction Service (EDRS) Pricing Schedule	21
ERIC Document Reproduction Service (EDRS) Order Blank	23
Addresses of Educators	24

OVERVIEWS

Department of Health, Education, and Welfare, Office of Child Development.
Head Start Planned Variation Study. Sept. 1970. HEW.

Evans, Ellis D. Contemporary Influences in Early Childhood Education.
New York: Holt, Rinehart, & Winston, 1971.

Klein, Jenny W. Planned Variation in Head Start Programs. Children 18,
Jan.-Feb. 1971, 8-12.

Maccoby, E. E. & Zellner, M. Experiments in Primary Education: Aspects
of Project Follow Through. Harcourt, Brace, & Jovanovich, 1970.

Silberman, Charles E. Crises in the Classroom. New York: Random House,
1970.

Weber, Evelyn. Early Childhood Education, Perspectives on Change. Worth-
ington, Ohio: Chas. A. Jones, 1970.

ACADEMICALLY ORIENTED PRESCHOOL: UNIVERSITY OF OREGON, BECKER-ENGELMANN

Engelmann and Becker use a structured, academic approach. The program is premised on the belief that every child can achieve well in the academic area if he receives adequate instruction and if there is a payoff for learning. Programmed materials are used to teach essential concepts and operations in reading, arithmetic, and language. A language training program is specifically designed to remedy language deficiency, teach language necessary for instruction and concepts used in logical thinking. Teachers systematically reinforce those behaviors that are desired. Parents are trained as teacher aides in the use of programmed materials and specific reinforcement techniques.

Related Readings

Academic Preschool, Champaign, Illinois; One of a Series of Successful Compensatory Education Programs. It Works: Preschool Program in Compensatory Education. 1969, 27 p. Available as document no. 344-842 (2039) from the U.S. Government Printing Office, Washington, D.C. 20402.

Becker, Wesley C. and others. The Contingent Use of Teacher Attention and Praise in Reducing Classroom Behavior Problems. Journal of Special Education, Vol. 1, no. 3, Spring, 1967, pp. 287-307.

Becker, Wesley C. and others. Reducing Behavior Problems: An Operant Conditioning Guide for Teachers. 1969, 20 p. ED 034 570

Becker, Wesley C., Engelmann, S., Thomas, G.R. Teaching: A Basic Course in Applied Psychology. SRA, 1971 (pre-publication edition available from E.B. Corp., Station, A, Box 2157, Champaign, Ill. 61820)

Becker, Wesley C. Parents Are Teachers In Child Management Programs. Research Press, Champaign, Illinois 61820.

Bereiter, Carl. A Beginning Language Program for Disadvantaged Children. 1966, 10 p. PS 000 888

Bereiter, Carl. Academic Instruction and Preschool Children. 1965, 9 p. PS 000 762

Bereiter, Carl. Acceleration of Intellectual Development in Early Childhood. Final Report. 1967, 212 p. ED 014 332.

Bereiter, Carl. Are Preschool Programs Built the Wrong Way? Nation's Schools, Vol. 77, no. 6, June, 1966, pp. 55-56

Bereiter, Carl. Arithmetic and Mathematics. Dimensions in Early Learning Series. 1968, 95 p. Available from Dimensions Publishing Co., San Rafael, California 94903

Bereiter, Carl. Development of Curricula and Methods and Training of Specialists in Preschool Education. 17 p. PS 000 567

Bereiter, Carl and Engelmann, Siegfried. The Effectiveness of Direct Verbal Instruction on IQ Performance and Achievement in Reading & Arithmetic. 31 p. PS 002 020

Bereiter, Carl. Instructional Planning in Early Compensatory Education. 14 p. PS 000 518.

Bereiter, Carl and Engelmann, Siegfried. Language Learning Activities for the Disadvantaged Child. 1968, 34 p. ED 002 002

Bereiter, Carl and Engelmann, Siegfried. Observations on the Use of Direct Instruction with Young Disadvantaged Children. 1966, 12 p. PS 000 569

Bereiter, Carl and Engelmann, Siegfried. Teaching Disadvantaged Children in the Preschool. New York: Prentice-Hall, 1966.

Engelmann, Siegfried and Gallagher, James J. A Study of How a Child Learns Concepts about Characteristics of Liquid Materials. 1966, 66 p. ED 014 428.

Engelmann, Siegfried. Behavior Modification as Learning. 1967, 21 p. PS 000 270

Engelmann, Siegfried. Culturally Deprived--Description and Remedy. Summer, 1964, 28 p. PS 002 619

Engelmann, Siegfried. Language Deficiency--A Diagnosis Remedial Approach. 1967, 19 p. PS 000 887

Engelmann, Siegfried. Relationship Between Psychological Theories and the Act of Teaching. Journal of School Psychology, Vol. V, no. 2, winter, 1967, pp. 93-100.

Engelmann, Siegfried. Structuring Language as a Tool for Thought. 20 p. PS 000 889

Engelmann, Siegfried. Teaching Communication Skills to Disadvantaged Children. 40 p. PS 000 890

Engelmann, Siegfried. Teaching Formal Operations to Preschool Advantaged and Disadvantaged Children. 1967, 15 p. ED 019 990

Engelmann, Siegfried. Teaching Reading to Children with Low MA's. 1968, 22 p. ED 014 020

Experiments in Head Start and Early Education: Curriculum Structures and Teacher Attitudes. OEO Division of Research and Evaluation. Project Head Start, Nov. 1969. PS 002 919

O'Leary, K.D. and Becker, Wesley. The Effects of the Intensity of a Teacher's Reprimands on Children's Behavior. Journal of School Psychology, Vol. 7, no. 1, p. 8-11 W 1968-69.

Don Bushell uses a behavior analysis approach. The goal of the program is to teach the child needed skills by means of systematic reinforcement procedures. The teacher's role is that of a behavior modifier. Individual instruction is emphasized through the use of programmed materials. Parents are hired and trained to use positive reinforcement techniques while teaching in the classroom; they also share responsibility for teaching these techniques to other parents.

Related Readings

- Bijou, S. and Baer, D. Child Development: A Systematic and Empirical Theory. Vol. I. The Century Psychology Series. Appleton-Century-Crofts, Inc. 1961.
- Bushell, Don. A Token Manual for Behavior Analysis Classrooms (Manual Para Salones De Clases De Analisis De Conducta Usando Tokens). Bilingual manual for teachers in a behavior analysis classroom. University of Kansas Department of Human Development, Lawrence, Kansas. Available from author. 1970, 16 p.
- Bushell, Don. The Behavior Analysis Classroom. University of Kansas, Department of Human Development, Lawrence, Kansas. Available from the author. 1970, 21 p.
- Bushell, Don, Wrobel, P. and Michaelis, M. Applying Group Contingencies to the Classroom Study Behavior of Preschool Children. Journal of Applied Behavior Analysis Spring 1968, no. 1, V. I, pp. 55-61.
- Bushell, Don, and Jacobson, Joan H. The Simultaneous Rehabilitation of Mothers and Their Children. 1968, 11 p. ED 034 591
- U. S. Office of Education. The Behavior Analysis Approach to Follow Through. Focus on Follow Through, Division of Compensatory Education. Washington, D. C. April 1969, 4 p.

RESPONSIVE ENVIRONMENT CORPORATION

The REC program utilizes specially designed learning materials and educational technology in a flexible structure to achieve its objectives. There is a careful balance between structured and nonstructured activities with emphasis on individualized independent work rather than group instruction. Observations of the child's interaction with his environment guide the teacher in the selection and organization of appropriate materials and activities. The talking page learning system is used for language growth and development. Selected self-correcting sensorial learning materials are provided to aid the child in understanding and incorporating basic concepts and to enhance his abstract reasoning ability. Classroom libraries containing a large number of volumes on a wide variety of subjects are an integral part of the model. A home learning unit comprised of sequential learning materials and a learning activity guide for use by parents and other family members is used.

Materials Describing Components of the Model

The "Talking Typewriter" (Edison Responsive Environment Learning System). Employed in REC Follow Through Program.

Bibliography of Materials Published About the Edison Responsive Environment Learning System: "The Talking Typewriter". Responsive Environments Corporation, undated, periodically revised. Includes Supplement #1. 12 pp.

Learning is Discovery! Brochure describing the "Talking Typewriter". Responsive Environments Corporation, undated. 4 pp.

The "Talking Typewriter"--A Computer Based Systems Design for Basic Reading Skills. Descriptive brochure. Responsive Environments Corporation, undated. 6 pp.

The "Talking Page". Employed in REC Head Start and Follow Through Programs.

Reading: A Supplementary Linguistic-Phonic Program for the "Talking Page" Reading Program. Responsive Environments Corporation, undated. 16 pp.

"Talking Page" Reading Program Teacher's Guide. Responsive Environments Corporation, 1969. 164 pp. Price: \$2.00.

Units in Perceptual and Language Growth for the "Talking Page." Descriptive brochure of "Talking Page" Pre-Reading Program. Responsive Environments Corporation, undated. 12 pp.

"Talking Page" Pre-reading Program Teacher's Guide. Responsive Environments Corporation, 1969. 114 pp. Price: \$2.00.

REC Learning Materials for Number Skills. Employed in REC Head Start and Follow Through Programs.

REC Early Number Multi-Group Lab. Descriptive brochure. Responsive Environments Corporation, undated. 8 pp. foldout.

REC Mathematical Activity Labs. Descriptive brochure. Responsive Environments Corporation, undated. 8 pp. foldout.

REC Early Number Multi-Group Lab Teacher's Guide. Leonard Sealey, Responsive Environments Corporation, 1969. 144 pp. Price: \$5.95.

REC Early Number Multi-Group Lab Activity Cards. Responsive Environments Corporation, 1970. 100 cards. Price: \$19.00.

Farmer, Ruthe. Criteria for Observation of Responsive Environments Corporation Model Early Childhood Program. 1970, 2 pp. PS 003 916

Farmer, Ruthe. The Responsive Environments Corporation Early Childhood Education Model. Summary. 1970, 2 p. PS 003 915.

All materials are available from:

Responsive Environments Corporation
200 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

TUCSON EARLY EDUCATION MODEL: UNIVERSITY OF ARIZONA

This program emphasizes the development of behavioral skills and attitudes, categorized as: a language competence, an intellectual base, a motivational base, and societal arts and skills. While carefully structured, the curriculum is flexible and the organization of the class provides for frequent opportunities for small group and one-to-one adult-child interaction. A variety of behavioral options are made available to the child, providing opportunities to develop individual skills at individual rates. Imitation of a variety of desirable behavioral models provided is actively encouraged. Social reinforcement is used to ensure that the child experiences frequent gratification as a result of his behavior and skill acquisition. The assumptions are made that when opportunities for learning are made available (1) the child does not have to be forced, or even to be requested to learn and (2) that the optimal functioning of the instructional program is very dependent upon an effective parent involvement program.

Related Readings

- Arizona Center for Early Childhood Education. TEEM Exchange, Vol. 1, No. 1, Spring 1970.
- Arizona Center for Early Childhood Education. TEEM Exchange, Vol. II, No. 1, Fall 1970.
- Bergan, John R. A Systems Approach to Psychological Services, Psychology in the Schools, Vol. VI, No. 4, 1970.
- Bergan, John R. & Curry, Dal R. Psychological Services: The Pilot Year.
- Bergan, John R. Intellectual Skills: A New Concept in a Changing Society.
- Coxon, Mary. An Informal Statement of the Tucson Early Childhood Education Program. Head Start OEO. Nov. 12, 1968. PS 003876.
- Grimmett, Sadie. Situational Tests for Evaluation of Intervention Programs: A Position Paper.
- Grimmett, Sadie, Underwood, Billie & Brackney, Evelyn. Choice Behavior in a Free Choice Setting.
- Henderson, Ronald. Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project. 1966, 242 p. ED 010 587
- Henderson, Ronald W. Environmental Variables as Predictors of Academic Performance. 1969, 12 p. Available from: University of Arizona, College of Education; Follow Through Implementation, Arizona Center for Early Childhood Education.
- Henderson, Ronald. Research and Consultation in the Natural Environment. 1969, 15 p. ED 037 240

- Hobson, Arline. Intellectual Implications of a Basic Sight Vocabulary.
- Hobson, Arline. Language Teaching: Prepositions and Conjunctions.
- Hobson, Arline. Systematic Language Modeling, Contemporary Education,
Vol. XL, No. 4, pp. 225-227, 1969.
- Hobson, Arline. Reading in an Orchestrated Second Grade.
- Hughes, Marie M. and Taylor, Jewell C. Analyses of Stories Dictated in
Classes of the Cooperative Project. 1967, 40 p. ED 019 993
- Hughes, Marie M. and Sanchez, George I. Learning a New Language. 1958,
32 p. Association for Childhood Education International, 3615 Wis-
consin Avenue, N. W. Washington, D. C. 20016
- Hughes, Marie M. and others. The Tucson Early Education Model. 1968,
12 p. ED 033 753
- Nelson, Violet and Richards, Betty. Orchestrated Instruction: A Cooking
Experience.
- Paul, Alice S., Smith, Alice V. & Henderson, Ronald W. Intellectual Kits:
Tools for Instruction in the Tucson Early Education Model.
- Rankin, Richard J. and Henderson, Ronald W. Standardized Tests and the
Disadvantaged. 1969, 13 p. ED 034 594
- Richards, Betty. Mapping: An Introduction to Symbols.
- Rosenthal, Ted L. & Zimmerman, Barry J. Instructional Specificity and
Outcome--Expectation in Observationally-Induced Question Formulation.
- Rosenthal, Ted L. & Zimmerman, Barry J. & Durning, Kathleen. Observationally-
Induced Changes in Children's Interrogative Classes. Journal of Per-
sonality and Social Psychology, in press (1970).
- Rosenthal, Ted L. & Zimmerman, Barry J. Modeling by Exemplification and
Instruction in Training Conservation, Journal of Personality and Social
Psychology, in press (1970).
- Rubow, Carol L. & Fillerup, Joseph M. The Professional Response.
- Zimmerman, Barry J. Experimental Training Program Effects on Teacher
Verbal Patterns, Psychology in the Schools, Vol. VII, No. 3, 221-225,
July 1970.
- Zimmerman, Barry J. & Bergan, John R. Intellectual Operations in Teacher
Question-Asking Behavior, Merrill Palmer Quarterly, July 7, 1970.
- Zimmerman, Barry J. Experimental Program Impact on Attitudes of School Per-
sonnel, Journal of Experimental Education, Vol 38, No. 4, Summer 1970.

BANK STREET EARLY CHILDHOOD CENTER: BANK STREET COLLEGE, NEW YORK

Bank Street College presents a developmental approach which has as its ultimate objective to enable each child to become deeply involved and self-directed in his learning. Activities are planned for both individual and groups of children. The classroom is the child's work room where he is free to investigate objects and explore media. Concrete, sensory, and motor activities are interrelated with opportunities for functional and expressive use of language. The teacher is regarded as highly important in the program. She not only functions as a consistent adult whom the child learns to trust, but she also sensitizes the youngster to his experiences, to sights, sounds, feelings and ideas. Key elements in the program are: (1) staff development (2) parent involvement and (3) community relations.

Related Readings

Bank Street College of Education. The Bank Street Approach to Head Start. 1969, mimeo. PS 003 878

Bank Street College of Education. Education of the Deprived and Segregated, Seminar on Education for Culturally Different Youth. 1965, 71 p. ED 003 433

Bank Street College of Education. Packet for Nursery School Teachers. New York: 69 Bank Street, New York.

- a) Biber, Barbara. "A Dream for the Nursery Years". May, 1942.
- b) Biber, Barbara. "Nursery School as the Beginning of Education". 1939.
- c) Biber, Barbara. "What Do Children Need Most: From Parent, From Teacher?". 1936.
- d) Perryman, Lucile. "Dramatic Play and Cognitive Development". 1962.
- e) Stanton, J., Beyer, E. "First Hand Experiences and Sensory Learning". 1939.

Bank Street College of Education. Second Packet for Nursery School Teachers. 69 Bank Street, New York, New York.

- a) Biber, Barbara. "How Can Nursery School be Expected to Benefit a Child?". Jan., 1949.
- b) Biber, Barbara. "Play as a Growth Process". 1951.
- c) Gilkeson, E. "Teacher-Child-Parent Relationships". 1955.
- d) Stanton, J., Snyder, A. "The Most Important Years". 1949.

Bank Street Reprints:

- a) Biber, Barbara, Snyder, A. "How do We Know a Good Teacher?" 1948 from Childhood Education.
- b) Church, Joseph. "Innovations, Excellence, and Children's Learning". 1962. from School and Society.
- c) Faculty of Bank Street. "Building a Classroom Climate for Learning". 1961 from NEA Journal.
- d) Neimeyer, John. "Education for Citizenship". 1957 from NSSE Yearbook.
- e) Redl, Fritz. "What do Children Expect of Teachers?" 1954 from Bank Street College of Education Conference.
- f) Stall, Dorothy. "Being 'Six' in the City!" no date, from Childhood Education.

Biber, Barbara. "Goals and Methods in a Preschool Program for Disadvantaged Children". Children V 17 no. 1 pp. 15-201 Jan-Feb 1970.

Biber, Barbara, and Franklin, Margery. "The Relevance of Developmental and Psychodynamic Concepts to the Education of the Preschool Child". In Hellmuth, Jerome, Ed. Disadvantaged Child. Vol. I. Seattle, Washington: Special Child Publications, 1967. pp. 306-323.

Biber, Barbara. Young Deprived Children and Their Educational Needs. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 1967.

Klopf, G. and Holeman, W. Perspectives on Learning. Papers from the Bank Street Fiftieth Anniversary Invitational Symposium. Mental Health Materials Center, 104 E. 25th Street, New York. 1967

Neubauer, P. B. Ed. Concepts of Development in Early Childhood Education. An Institute Conducted by the Child Development Center. New York: Charles C. Thomas. 1965.

Reens, Renee and others. Head Start Evaluation and Research Center. Progress Report of Research Studies 1966 to 1967. Document 6, Individual Instruction Project I. 1967, 16 p. ED 021 628

Winsor, Charlotte. Bridging the Gap: Research to Practice. Atlantic City, February 17, 1970. PS 003 228

PARENT EDUCATION PROJECT: UNIVERSITY OF FLORIDA, GAINESVILLE

Gordon uses an approach which utilizes the concept of the parent-educator. The parent-educator is a mother from the local community who works with each parent in the home by presenting weekly tasks, individualized for her child; for development of intellectual and cognitive skills, the parent-educator also assists in the classroom. The tasks that are taught in the classroom are then taken by her into the home, where she instructs the mother in how to teach the child. The mother thus learns (1) that education occurs in the home (2) what kinds of child activities she should encourage, and (3) that her behavior with her child can have an effect and that she can be successful. Gordon suggests that a continuous reporting on home visits and classroom observations should be the basis of curriculum development tailored to each community.

Related Readings

Gordon, Ira J. A Parent Education Approach to Provision of Early Stimulation for the Culturally Disadvantaged. Final Report. 1967, 118 p. ED 017 339

Gordon, Ira. Children Under Three--Finding Ways to Stimulate Development. II Some Current Experiments: Stimulation via Parent Education. Children V. 16 no. 2, pp. 57-59 March-April 1969.

Gordon, Ira J. Children's View of Themselves. 1959, 36 p. Association for Childhood Education International, 3615 Wisconsin Ave. N.W., Washington, D.C.

Gordon, Ira J. Developing Parent Power. Proceedings of Head Start Research Seminar #5: Intervention in Family Life. Washington, D.C. January 13, 1969. PS 002 833

Gordon, Ira J. Early Child Stimulation Through Parent Education. 1967, 26 p. PS 000 464

Gordon, Ira J. Early Child Stimulation Through Parent Education. 1969, 20 p. ED 038 166

Gordon, Ira J. and others. The Florida Parent Education Model. 8 p. no date given. PS 002 308

Gordon, Ira J. Intellectual Stimulation for Infants & Toddlers: A Brief Scientific Introduction. 1967, 6 p. PS 000 393

Gordon, Ira J. Reaching the Child Through Parent Education: The Florida Approach. 1969, 123 p. PS 001 994

Gordon, Ira. Reaching the Young Child Through Parent Education. Childhood Education V. 46 no. 3 pp. 247-249, Feb. 1970

Gordon, Ira J. Studying the Child in School. 1966, 152 p. PS 001 354

Gordon, Ira. Self-Help Approach: Parents as Teachers. Compact V. 3 No. 6 pp. 26-31, Dec. 1969.

Hess, Robert D. Parental Behavior and Children's School Achievement:
Implications for Head Start. 1969, 119 p. ED 036 332

THE RESPONSIVE MODEL: FAR WEST REGIONAL LABORATORY BERKELEY, CALIFORNIA

Nimnicht has developed a responsive environment program based on the autotelic discovery approach. The program aims to help children develop both a positive self-image and intellectual ability. Emphasis is placed on increasing the child's sensory and perceptual acuity, language development and concept formation, problem solving and abstract thinking ability. The autotelic learning activities are intended to be intrinsically motivating and self-rewarding--not dependent on external rewards or punishments. The total environment is organized to be responsive to the child's interest and his style of learning. The teacher is also responsive to the child. She guides him, helps him solve problems and find answers, but avoids providing him with solutions.

Related Readings

Far West Laboratory for Educational Research and Development.
The Responsive Head Start Program. Berkeley, Cal. n.d. PS 002 473

Kelly, Edward J. and McAfee, Oralie. New Nursery School Research Project. Final Report. Oct. 1, 1967-Sept. 30, 1968. Annual Progress Report. College of Education, University of Northern Colorado. Greeley, Colorado. 220 p. PS 002 490

Kelly, Edward J. and McAfee, Oralie. New Nursery School Research Project, Oct. 1, 1968 to Sept. 30, 1969. Annual Progress Report. College of Education, University of Northern Colorado, Greeley, Colorado. 159 p. ED 036 320

Nimnicht, Glen. A First Year Partial Report of a Project in an Autotelic Environment Nursery School for Environmentally Deprived. Journal of Research Services V 5 no. 2 June 1966, pp.3-34.

Nimnicht, Glen; Fitzgibbon, Ann, and McAfee, Oralie. A Supplementary Report on Evaluation of the New Nursery School Program at Colorado State College. 1968, 42 p. PS 002 896.

Nimnicht, Glen. The Autotelic-Discovery Approach. Berkeley, California, Far West Laboratory for Educational Research and Development. Sept. 1968

Nimnicht, Glen. Environmentally Deprived Children. 1969, 10 p. PS 003 069.

Nimnicht, Glen, McAfee, Oralie and Meier, John. The New Nursery School. (Book and pamphlets for teachers.) New York: General Learning Corporation, Early Learning Division, 1969, 450 p.

Nimnicht, Glen and others. Progress Report on Research at the New Nursery School: General Background and Program Rationale. 1967, 35 p. ED 032 930

Nimnicht, Glen and others. Research on the New Nursery School, Part I, A Summary of the Evaluation of the Experimental Program for Deprived Children at the New Nursery School Using Some Experimental Measures, Interim Report. 1967, 46 p. ED 027 076

Nimnicht, Glen and others. Research on the New Nursery School, Part II: A Report on the Use of Typewriter and Related Equipment with Three- and Four-Year-Old Children at the New Nursery School. Interim Report. 1967, 23 p. ED 027 077.

INSTITUTE FOR DEVELOPMENTAL STUDIES: NEW YORK UNIVERSITY

This program is designed to focus on both the cognitive and affective development of young children. Areas of implementation are concept formation, perception, language, self-image, and social emotional growth. Emphasis is placed on individualization of instruction by means of classroom management techniques, continuous teacher assessment, and small group instruction. An integral part of the program is ongoing involvement of classroom personnel in the construction and adaptation of curriculum and materials. Community and parent participation is a viable component of this approach.

Related Readings

Deutsch, Martin and Friedman, Alfred. A Program to Demonstrate the Effectiveness of a Therapeutic Curriculum for the Socially Deprived Preschool Child. 1962, 17 p. PS 000 679

Deutsch, Martin. Ford Foundation Interim Progress Report, Part I, Nov. 1967. 352 p. Inst. for Developmental Studies, School of Education, New York University. PS 001 114

Deutsch, Martin and others. The Disadvantaged Child: Selected Papers of Martin Deutsch. 1967, 410 p. Basic Books Inc., Publishers. New York, N.Y.

Deutsch, Martin and others. Institute for Developmental Studies Interim Progress Report. Part II: Research and Evaluation. 1968, 239 p. ED 035 312

Deutsch, Martin and others. Memorandum on Facilities for Early Childhood Education. 1968, 42 p. ED 150 023

Deutsch, Martin. Nursery Education: The Influence of Social Programming on Early Development. 1963, 7 p. In the Journal of Nursery Education Vol. 18, No. 3, April, 1963.

Deutsch, Martin. The Role of Social Class in Language Development and Cognition. 1965, 11 p. Reprint from Amer. Journal of Orthopsychiatry Jan. 1965, Vol. XXXV, No. 1.

Deutsch, Martin. Some Psychological Aspects of Learning in the Disadvantaged. 1966, 6 p. In Teachers College Record, Columbia University, Teachers College, 525 W. 120th St., New York, N.Y. 10027

The Institute for Developmental Studies. The Deutsch Model--Institute for Developmental Studies. New York University, N.Y. 1968, 20 p. ED 020 009

Powledge, Fred. To Change a Child: A Report on the Institute for Developmental Studies. Published by Quadrangle Book, Chicago, Illinois, copyright: 1967.

PRIMARY EDUCATION PROJECT: UNIVERSITY OF PITTSBURGH

The Learning Research and Development Center of the University of Pittsburgh has developed the PEP (Primary Education Project) model for individualized education at the preschool level. The most critical component lies in an individual progress plan in which each child works through the finely graded steps of a curriculum at a rate and in a manner suited to his own needs. The curriculum emphasizes basic skills and concepts that underlie a variety of subject matters, including basic perceptual motor orientation, language concepts and logical processes, memory and problem solving skills. The curriculum objectives are sequenced to reflect the natural order in which children acquire key skills and concepts. For each objective in the sequence, a brief diagnostic test has been developed. A teacher uses these tests to determine where in each sequence each child falls and designs an individually tailored instructional program for him.

Related Readings

Resnick, Lauren B. and Wang, Margaret C. Approaches to the Validation of Learning Hierarchies. Preprint 50. 1969, 44 p. ED 035 943

Resnick, Lauren B. Design of an Early Learning Curriculum. 1967, 68 p. ED 018 393

EDUCATIONAL DEVELOPMENT CENTER (EDC)

EDC uses a pragmatic and action-oriented approach. The objectives are: (1) to help Head Start fashion classroom environments responsive to the individual needs of children as well as to the talents and styles of the teachers (2) to develop the advisory concept as a way of facilitating continued growth and change in schools. Basic requirements are that there must be an effective program of staff development, adequately provisioned environments in which children can be challenged and stimulated, and a continuing program of parental involvement and interpretation. The class activities arise from the needs and interest of the group rather than from a prescribed curriculum. The teacher serves as a catalytic agent. She guides the children and structures the environment. A local advisor, with extensive teaching experience, is charged with responsibility for suggesting change as indicated within each classroom.

Related Readings

Armington, David. The EDC Head Start Approach. Sept. 1968, mimeo.
PS 003 877

Armington, David and Hull, William P. Leicestershire Revisted.
17 p. ED 029 683

Barth, Roland S. Open Education: Assumptions about Learning and Knowledge.
1968, 4 p. PS 003 193

Barth, Roland Sawyer. Open Education (A doctoral dissertation abstract).
1970, 2 p. PS 003 170

Barth, Roland S. When Children Enjoy School: Some Lessons from Britain.
1970, 6 p. PS 003 172

Blackie, John. Inside the Primary School. London: Her Majesty's
Stationery Office, 1967.

Brown, Mary and Precious, Norman. Integrated Day in the Primary
School. New York: Agathon, 1968. Paperback.

Cazden, Courtney B. A London Infant School. An Interview. 1968, 19 p.
ED 027 963

Central Advisory Council for Education. Children and their Primary
Schools, Vol. I (Plowden Report) Dept. of Education and Science.
London: HMSO, 1967.

Dittman, Laura D. (Ed.). Curriculum is What Happens: Planning is the
Key. Washington: NAEYC, 1970.

Gardner, Dorothy E. M. and Cass, Joan E. The Role of the Teacher in the
Infant and Nursery School. New York: Pergamon, 1965.

Gordon, Ira and others. The Florida Parent Education Model. 8 p.
PS 002 308

Gross, Ronald and Beatrice. A Little Bit of Chaos. Saturday Review,
May 16, 1970.

Hawkins, David and Frances. Leicestershire: A Personal Report. 1964, 3 p. PS 001 659

Informal Education. Vol. 3, No. 7, July 1969. Center Forum, Center for Urban Education, 105 Madison Avenue, N.Y.

Kohl, Herbert R. The Open Classroom: A Practical Guide to a New Way of Teaching. New York: The New York Review, 1969.

Ridgway, Lorina and Lawton, Irene. Family Grouping in the Primary School. New York: Agathon. (In preparation.)

Rogers, Vincent. English and American Primary Schools. Phi Delta Kappan V. 51, no. 2 Oct. 69, pp. 71-75. Also in Open Education, G. Engstrom, Ed. Washington: National Association for the Education of Young Children. 1970.

Rogers, Vincent. Teaching in the British Primary School. New York: Macmillan, 1970. Paperback, text

Sealey, L. G. W. and Gibbon, V. Communication and Learning in the Primary School. New York: Humanities, 1963. (Revised edition.)

Sealey, L. G. W. Looking Back on Leicestershire. 4 p. PS 001 658

Schlesinger, Jay. Leicestershire Report: The Classroom Environment. 1966. 11 p. ED 027 968

University of London, Institute of Education. First Years in School: Aspects of Children's Development from the Ages of 4 to 7. London: George G. Harrap & Co. First published in 1963, reprinted in 1967.

Weber, Lillian. English Infant School: A Model for Informal Education. New York: Agathon. (In preparation.)

Yomans, Edward. Education for Initiative and Responsibility, Comments on a Visit to the Schools of Leicestershire County, April 1967, Second Edition. 1968. Available from National Association of Independent Schools, 4 Liberty Square. Boston, Massachusetts 02109.

Treston, Laura A. London Venture--a Look at England's Nursery Schools. Young Children Vol. XXII, No. 1, October 1966, p. 3-10.

Silberman, Charles E., Crisis in The Classroom. New York: Random House, 1970.

COGNITIVELY ORIENTED CURRICULUM: HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
YPSILANTI, MICHIGAN

David Weikart presents a cognitively oriented preschool program derived from the theories of Piaget. The program has three main foci--the curriculum which is cognitively oriented; the teacher who participates actively in developing class programs; the home, where the teacher works with the mother to promote cognitive growth in the child. Learning objectives are stated as behavioral goals which describe the behavior expected as a result of the materials can be presented in a sequential fashion from the simple to the complex and from the concrete to the abstract. Language training and development of the self-concept are vital parts of the program.

Related Readings

Weikart, David and others. The Cognitively Oriented Curriculum: A Framework for Preschool Teachers. Washington: National Association for the Education of Young Children. In preparation.

Weikart, David P. and Wiegnerink. Initial Results of a Comparative Preschool Curriculum Project. Paper presented at the American Psychological Association Convention, San Francisco, September, 1968. 8 p. PS 000 617

Weikart, David P. Perry Preschool Project: Progress Report, 1962-1963. 33 p. PS 000 306

Weikart, David P. Perry Preschool Project: Progress Report. June, 1964. 61 p. PS 000 307

Weikart, David P. Preliminary Results from a Longitudinal Study of Disadvantaged Preschool Children. 1967, 19 p. ED 030 490

Weikart, David. Preschool Intervention--A Preliminary Report of the Perry Preschool Project. 1967. Available from Campus Publishers, 711 North University Avenue. Ann Arbor, Michigan 48108. 171 p.

Weikart, David P. and Lambie, Delores. Preschool Intervention Through a Home Teaching Program. In The Disadvantaged Child, J. Hellmuth, Ed., V.2. Seattle: Special Child Publications, 1967.

Weikart, David and Lambie. Preschool Intervention Through a Home Teaching Project. Paper presented at the American Educational Research Association Convention, 1968, 12 p. PS 000 187

Weikart, David P. Preschool Programs: Preliminary Findings. Journal of Special Education, V. 1, no. 2 Winter, 1967. pp. 163-181.

Weikart, David P. Results of Preschool Intervention Programs. 1966, 59 p. PS 000 305

Weikart, David, P., Rogers, L. Adcock, C., McClelland, D., Cognitive Oriented Curriculum: A Framework for Teachers. NAEYC-ERIC, Washington, D.C.

Weikart, David P., Deloria, Lawser, S., Wiegnerink, R., Long. Results of Ypsilanti Perry Preschool Project. High/Scope Educational Research Foundation: Ypsilanti, Mich. 1970

Ordering ERIC Documents (ED's)

ERIC documents are available in two forms: microfiche and hard copy. Microfiche (MF) is a transparent 4" x 6" film card. It cannot be read without a microfiche reader. Your local library may be equipped with such a reader. Hard copy (HC) is a print-out made from the film card. The type is a little smaller than standard type, but it can be read as easily as a newspaper.

Because payment must be enclosed when you order either microfiche or hard copy from the ERIC Document Reproduction Service (EDRS), we are including (on pages 21 and 22) a pricing schedule to help you in figuring the cost of the document you want to order. You will find an order blank on page 23.

Leasco INFORMATION PRODUCTS, INC.

ERIC FACT SHEET

Pricing

Microfiche Duplicates

Standing Orders	each fiche	\$.089
Special Collections	each fiche	.140
Back Collections	each fiche	.089
On demand, by title	each title	.65

Hard Copy, on demand, by title

Pages:

1 - 100	\$ 3.29
101 - 200	6.58
201 - 300	9.87
301 - 400	13.16
401 - 500	16.45
Each additional 1 - 100 page increment	3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.
3. No handling charge.
4. Payment must accompany orders under \$10.00.
5. All orders must be in writing.

Delivery Schedule for Orders Received before March 21, 1971

1. Standing Orders - estimated initial delivery 15 work days after March 21, 1971
2. Demand Orders - estimated initial delivery 10 work days after March 21, 1971
3. Hard Copy Orders - estimated initial delivery 5 work days after March 21, 1971

Order forms will be available the week of March 8, 1971.

All questions should be directed to J. Peter Maucher, Manager of Institutional Sales, or E. Brien Lewis, Manager of Client Services.

LEASCO INFORMATION PRODUCTS, INC.

4827 Rugby Avenue, Bethesda, Md. 20014

25

ERIC REPORTS ORDER BLANK

BILL TO:

SHIP TO:

PURCHASE ORDER NO. _____

MATERIAL REQUESTED					HOW TO ORDER	
ITEM	DOC ED #	# COPIES		UNIT PRICE	TOTAL PRICE	
		MF	HC			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
<input type="checkbox"/> TAX EXEMPT				SUE TOTAL		
<input type="checkbox"/> DEPOSIT ACCT.				TAX		
<input type="checkbox"/> CHARGE (OVER \$10.00)						
<input type="checkbox"/> CHECK				TOTAL		

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly. Complete ordering instructions follow:

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.
2. Order document by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.
3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies; use HC space for hard copy (Xerox). Check RIE for availability of document in MF and HC.
4. Include unit price from the rate schedule. (Refer to price schedule on back.) Prices published in RIE through April 1, 1971 are incorrect. Consult May 1971 and later issues for correct pricing.
5. Extend number of copies and unit price for total price for each title.
6. Add items 1 through 15 and insert amount in "Sub-Total" box.
7. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.
8. Add "Sub-Total" and "Tax" and insert amount in "Total" box.
9. Indicate payment method desired. Payment must accompany all orders of \$10.00 or less.
10. SIGN AUTHORIZATION and date order.
11. Include only 15 titles per form. Complete and sign additional forms if required.

Orders are filled only from ED accession numbers. Titles are not filled. Please be sure you have supplied the correct numbers.

AUTHORIZATION _____

TITLE OR DEPT _____

Microfiche Copy - Each Title	.65
Hard Copy - Each Title by 100 Page Increments	
Pages: 1 - 100	3.29
101 - 200	6.58
201 - 300	9.87
301 - 400	13.16
401 - 500	16.45
Each Additional 1-100 page Increment	3.29

TERMS AND CONDITIONS

1. TERM OF CONTRACT

This order is not subject to cancellation.

2. PRICE CHANGES

Leasco Information Products Inc. (LIPCO) may at any time increase the price of any item by giving the customer thirty (30) days notice that there will be an increase. LIPCO will notify Customer of the amount of the increase not less than ten (10) days prior to the effective date. If the increase is not acceptable, Customer must terminate the affected portion of this Agreement, notifying LIPCO prior to the effective date of the increase. If Customer does not so notify LIPCO the increase shall be deemed accepted and shall govern all shipments from the effective date.

3. SUBSCRIPTION PRICE AND PAYMENT

The Subscription Price paid by the standing order and special collection customers is based upon an estimate of the number of microfiche to be delivered to the Customer and the shipping cost. The Subscription Price shall be applied as a credit against the Actual Price of the microfiche. The Actual Price of the microfiche provided by LIPCO shall be determined by multiplying the actual number of microfiche delivered to the Customer by the applicable price listed in the Schedule of Prices. The Prices listed in the Schedule of Prices do not include any sales, use, excise or similar taxes which may apply to the sale of the microfiche to the Customer. The cost of such taxes, if any, shall be borne by the Customer and will be billed separately by LIPCO.

Statements will be provided periodically to inform the Customer of the number of microfiche shipped and the remaining dollar balance of the subscription.

Payment terms shall be net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

4. PROPRIETARY INFORMATION

All materials supplied hereunder are proprietary and may not be reproduced for resale without the prior written consent of LIPCO.

5. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

6. EXTENSION

The subscription packages ordered by the standing order and special collection customers shall be automatically extended at the expiration of the current designated year for successive one year periods unless the customer shall notify LIPCO to the contrary at least 30 days prior to the commencement of each additional year.

7. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

8. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

9. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

10. DEFAULT AND WAIVER

A. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as scheduled, LIPCO may without prejudice to other remedies defer further shipments until the default is corrected or terminate this Agreement.

B. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

11. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

Addresses of Educators

Dr. Wesley Becker
Department of Special Education
College of Education
Eugene, Oregon 97403
503-686-3555

Dr. Donald Bushell, Jr.
Department of Human Development
University of Kansas
210 New Hayworth Hall
Lawrence, Kansas 66044
913-864-4447

Mr. Siegfried Engelmann
Department of Special Education
College of Education
Eugene, Oregon 97403
503-342-5237

Mrs. Ruthe Farmer
Responsive Environment Corp.
1025 Connecticut Avenue, N.W.
Suite 715
Washington, D.C. 20036
202-243-4903

Mrs. Elizabeth Gilkeson
Director of Children's Program
Bank Street College of Education
216 West 14th Street
New York, New York 10011
212-243-4903

Dr. Ira J. Gordon
Institute for Development Human Resources
College of Education
University of Florida
Gainesville, Florida 32601
904-392-0741

Dr. Ron W. Henderson
Research and Development Center
Early Childhood Education Laboratory
College of Education
University of Arizona
Tucson, Arizona 85721
602-884-3560

Dr. Marie Hughes
Arizona Center for Early
Childhood Education
1515 East First Street
Tucson, Arizona 85721
602-884-1325

Dr. Glen Nimmicht
Far West Lab. for Edu. Research
and Development
1 Garden Circle
Hotel Claremont
Berkeley, Calif. 94705
415-841-9710

Dr. Edward Ponder
Institute for Developmental Studies
New York University
School of Education
239 Greene Street
New York, New York 10003
212-598-2135

Dr. Warren Shepler
Learning Research Development Center
Mineral Industry Building
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Education Development Center
55-A Chapel Street
Newton, Massachusetts 02158
617-969-7100

Dr. David P. Weikart
High/Scope Educational
Research Foundation
125 North Huron Street
Ypsilanti, Michigan 48197
313-485-2000